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ABSTRACT

A survey sample of superintendents and school board presidents in districts across the United States, stratified into four groups according to district size, provides data concerning the effects of the attitudes of those responsible for hiring school district administrators on the professional opportunities for women in the field. The two instruments used were the Women as School District Administrators (WASDA) survey, which contained items specific to administrative positions within education, and the Science Research Associates (SRA) Opinion Survey for Men and Women, which elicited opinions about women as employees in any occupation. Responses to individual items of the WASDA survey indicate that administrators generally agree that women can be effective in educational administration. However, analysis of individual items reveals a significant percentage of male administrators who disagree. Data from the SRA survey suggest that superintendents may be more accepting than school board presidents of women in the work setting. The authors do not draw implications from the research in this report, but in addition to presenting all responses they highlight those of some significance and identify the characteristics of the respondents. (Author/WD)

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SURVEY:

ATTITUDES TOWARD WOMEN AS SCHOOL DISTRICT ADMINISTRATORS

Summary of Responses to
a Survey of
a Random Sample of
Superintendents and School Board Presidents

Prepared for
The American Association of School Administrators

by
Educational Research Service, Inc.
Arlington, Virginia

EA 013 581

Women's Educational Equity Act Program
U. S. EDUCATION DEPARTMENT

Shirley M. Hufstedler, Secretary

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I. INTRODUCTION

In the spring of 1978, the American Association of School Administrators (AASA) was notified that it had been awarded funding from the Women's Educational Equity Act Program. The general thrust of the grant proposal was directed toward the question of whether the attitudes of those persons responsible for hiring school district administrators could be affecting the professional opportunities for women in this field.

The approach of the program has been three pronged. First, a survey was made of attitudes currently held by school district superintendents and school board presidents toward women as employees and, more specifically, toward women as school district administrators. These two groups were felt to exert critical influence in the hiring process even when, as is often the case with school board presidents, such persons are not directly involved in the details of personnel matters. This report contains a summary of the responses obtained from the two sampled groups.

As a second step, AASA has committed itself to reporting the data generated from this study and to discussing the potential effects of attitudes held by superintendents and school board presidents on the employment opportunities of women aspiring to be school district administrators. These results are being disseminated through the written media--journal articles, newsletters, etc.--and at national conference workshops in which the subject of equitable employment opportunities is discussed.

The final phase of the project--and one which provides another opportunity to use the data generated from this study--is a series of workshops directed toward the assessment of attitudes held by participants toward women as school district administrators. If the attitudes currently held do in fact pose a barrier toward equitable treatment of female job applicants, a program directed toward attitude change will be implemented. These workshops will serve as models for school districts that might want to implement their own programs.

This report focuses on a discussion of the basic data generated from the survey. The two instruments used were the Women as School District Administrators (WASDA) survey, which contained items specific to administrative positions within education, and the Science Research Associates Opinion Survey for Men and Women (SRA), which elicited opinions about women as employees in any occupational field. A discussion of the sampling techniques used, the return rate, etc. is found in the next section.

II. METHODOLOGY

Samples of both superintendents and school board presidents were drawn from a listing that contained all local school districts in the United States. In order to ensure that all enrollment groups were adequately represented, the universe of all school districts was stratified into four groups and random samples were drawn from each of these. The table below presents the percentage that each of the enrollment groups represents in the superintendents' and school board presidents' samples and the composition of the responses by enrollment group.

Enrollment	All LEA's (%)	Superintendent Response Rate (%)	School Board President Response Rate (%)
25,000 or more	1.2	1.2	1.9
10,000 to 24,999	3.5	3.7	4.6
1,000 to 9,999	41.5	47.8	50.4
0 to 999	53.8	45.1	38.6
Total	100.0	97.8 *	95.5 *

In all, 2,095 superintendents and 2,095 school board presidents were sent the Women as School District Administrators (WASDA) survey. Of the superintendents, 1,691 returned completed surveys, for a response rate of 80.7 percent. The response rate for school board presidents was 17.9 percent, with 374 WASDA forms returned.

Of the 2,095 people in each of the two groups receiving the WASDA, 200 received an additional survey--the Science Research Associates Opinion Survey for Men and Women (SRA). Ninety-two (92) superintendents, a response rate of 46.0 percent, returned the SRA as well as the WASDA. The response rate for school board presidents was 11.5 percent, with 23 forms returned. The SRA and WASDA forms returned by the same individual were kept paired so that the responses to the demographic items on the WASDA could be used in analyzing data from the SRA.

*Nonresponse rate for the item on district enrollment was 2.2 percent for superintendents and 4.5 percent for school board presidents.

The original mailing of the two instruments took place in mid-October 1978. A follow-up mailing was sent out after eight weeks. The cutoff date of January 10, 1979 allowed about thirteen weeks for responses.

Each of the items on the two surveys was analyzed by computer on the basis of total responses to each answer, and separate runs were made to study responses from superintendents and from school board presidents. Additionally, subgroupings of each of these two main groups were developed to permit the identification of potential relationships between responses and various other information provided by individual respondents. These subgroupings included

- Sex: male, female
- Age group: 29 or younger, 30 to 39, 40 to 49, 50 or older
- Enrollment of school district: 10,000 or more, 1,000 to 9,999, 999 or less
- Region of the U.S.: New England, Mideast, Southeast, Great Lakes, Plains, Southwest, Rocky Mountains, Far West
- Type of school district/community: urban, suburban, rural/small town
- Highest degree held: High school diploma or less, technical degree or B.A., post-B.A.
- Read material about male/female roles? yes, no

Because of space requirements, the summary presented in this report concentrates on data from "All Respondents," "Male Respondents," and "Female Respondents" in each of the two groups surveyed.

The information in this report is subject to the usual sampling and nonresponse variation connected with all sample survey data. Information about how to estimate the amount of error associated with sampling variation is presented in the Technical Note in the Appendix following the text of this report. Users are urged to refer to the Technical Note before drawing inferences from the sample data reported here.

III. WOMEN AS SCHOOL DISTRICT ADMINISTRATORS SURVEY

The 21 items which compose the Women As School District Administrators (WASDA) survey are actually modifications of the items composing the Women As Managers Scale: A Measure of Attitudes Toward Women in Management Positions (WAMS), which was developed by Lawrence Peters, Janet Taynor, and James R. Terborg. Permission for modification and use of the instrument was granted by Ms. Taynor.

Peters, Taynor, and Terborg hypothesized that the existence of sex-role stereotypes may act to increase resistance to including women in management positions. The purpose of their instrument was to attempt to measure the strength of stereotypes that might act against women in a business management setting. The WASDA attempts to gather similar data about attitudes toward women as school district administrators. WAMS items were written and tested; the final mix included both positive and negative statements about women as managers. Seven response alternatives (strongly disagree, disagree, slightly disagree, neither disagree nor agree, slightly agree, agree, strongly agree) were provided in the WAMS. In the WASDA, the response categories were compacted to five; slightly disagree and slightly agree were deleted.

The analysis of the WASDA responses focuses on the three factors identified by the authors of the WAMS as being components of "attitudes toward women as managers." The factors center on (a) perceived effectiveness of women functioning in a management environment, (b) traditional female-specific barriers to full-time employment, and (c) personality characteristics that are seen as important to success in a managerial role. The WASDA items grouped with each of these factors are indicated in the table provided in Part B of this chapter.

Data are also provided in Part B for responses to individual items on the WASDA.

ANALYSIS OF WASDA FACTORS

Since about one-half of the WASDA items were worded so as to reflect an unfavorable attitude toward women as school district administrators and one-half to reflect a favorable attitude, the latter items were reverse scored so that a consistent numerical base could be used in computing factor scores. The score that could be assigned to each item ranged from

1 to 5, with the higher scores representing a more positive view of the capability of women as school district administrators.

For three reasons, the WAMS norms are not used as a base against which to compare the WASDA means of superintendents and school board presidents. First, the WAMS norms were generated using only college students as the norm group. To compare the group norms of superintendents and school board presidents against those norms would not, for the purposes of this project, seem to yield useful data. Second, the number of response options for the WASDA was decreased from the seven used in the WAMS to five. The potential range of raw scores for the WASDA factors would thus be different from that for the WAMS factors. Finally, since the WASDA items were modified to reflect a different focus--school district administration rather than business management--it could not be assumed that the WAMS norms would apply. The discussion below focuses on the raw scores for each of the factors. The ranges and group means received by each of four groups--male superintendents, female superintendents, male school board presidents, and female school board presidents--are provided and the similarities and differences among them are highlighted.

Factor 1: General Acceptance of Women as School District Administrators

Ten items contributed to this first factor--general acceptance of women as school district administrators; the range of potential scores was thus from 10 to 50. Items categorized under this factor include *"challenging work is more important to men than it is to women"* and *"men and women should be given equal opportunity for participation in management training programs"* (all items are listed in the chart following the discussion of WASDA factors). A high score (approaching 50) designates the respondent's acceptance of women as school district administrators, whereas a low score (toward 10) indicates a belief that women are less likely than men to behave responsibly and objectively in this role. Further, less confidence in the ability of women to gain the necessary skills through training to become administrators is expressed by those respondents having scores toward the lower end of the potential range.

The mean scores of all groups fall high within the possible (10 to 50) range. Only the male school board presidents' group includes a score that falls to the bottom of the potential range. The lowest score received by an individual female superintendent is 31--above the potential midpoint. The lowest score received by a female school board president is also above that received in either of the two male groups; this group also received the highest median score--47. At least one person in each of the four groups received the highest score possible--50. These scores would indicate a general feeling by all four groups that women could successfully handle the responsibilities of a school district administrator.

Raw Scores	Superintendents Men	Superintendents Women	School Board Presidents Men	School Board Presidents Women
Mean	42	45	40	45
Median	41	45	39	47
Low individual score	14	31	10	19
High individual score	50	50	50	50
First quartile score	38	41	36	43
Third quartile score	46	49	44	50

(potential range: 10-50)

Factor 2: Stereotypic Feminine Barriers to Full-time Employment

Five items were identified as contributing to this second factor--stereotypic feminine barriers to full-time employment. Two of these are *"the possibility of pregnancy does not make women less desirable employees than men"* and *"women would no more allow their emotions to influence their managerial behavior than would men."* Potential factor scores range from 5 to 25, with a score toward the low end indicating agreement that the traditional biological/cultural roles associated with women operate to make women less effective school district administrators. High scorers on the factor either do not agree with the traditional stereotypes or do not see them as a barrier to full-time employment and effective performance.

Again, although the mean scores of all groups fall above the potential midpoint, the mean scores for female respondents are higher than those for either of the two male groups. The lowest possible score was received by an individual in all groups except that composed of female superintendents; the lowest score in this group was a 12. If the mean scores are used as indicators of group feeling, one could assume that the respondents, and thus the groups they represent, would not consider stereotypic attitudes of women to be valid barriers to employment. There are, though, obviously some individuals in each of the groups for whom the stereotypes have considerable meaning in relation to the employment of women on a full-time basis; the following section in this chapter--Responses to Individual WASDA Items--presents the percentages agreeing/disagreeing with each of the statements making up this factor. A review of Part B will provide additional and important information for anyone trying to ascertain the role that stereotypes might play in affecting employment opportunities for women in the field of educational administration.

Raw Scores	Superintendents Men	Superintendents Women	School Board Presidents Men	School Board Presidents Women
Mean	17	21	16	20
Median	17	21	16	20
Low individual score	5	12	5	5
High individual score	25	25	25	25
First quartile score	14	19	13	18
Third quartile score	20	24	18	23

(potential range: 5-25)

Factor 3: Possession by Women of the Traits of Effective School District Administrators

Six items compose Factor 3--the possession of traits of effective school district administrators (range of potential scores: 6 to 30). Two of these are *"women possess the self-confidence required of a good leader"* and *"women are not competitive enough to be successful in the business world."* A high score on this factor indicates that the respondent does not see women as lacking in traits--competitiveness, ambition, etc.--traditionally felt to characterize good managers, whereas a low score reflects a less positive view of women. (Note: The word "traditionally" is stressed because the results from another portion of this survey indicate that the traits mentioned are considered less important than some other traits when one is characterizing a successful school administrator. Chosen most often by both male and female respondents were the descriptors conscientious, sensitive to the needs of others, reliable, adaptable, and tactful. Those descriptors were chosen more often than terms like assertive and willing to take risks, which were also included on the list, and would seem to reflect more closely the traditionally used traits. What the survey cannot tell us is whether there is a perceived difference in the traits felt to be necessary to success in the two fields--business and educational administration--or whether the view of traits considered essential for a good business manager to have is also changing. See Chapter V for a listing of the terms presented to respondents and their reactions to each.)

Differences between male and female respondents are again less obvious when one is studying the group means than when one is highlighting the low individual scores present in each group. The lowest score received in the male school board presidents' group was 6--the lowest score possible--whereas that in the female school board presidents' group was 10. At least one male superintendent received a low score of 9, whereas the range of the female superintendents' scores started at 19--a score above the potential midpoint.

Raw Scores	Superintendents		School Board Presidents	
	Men	Women	Men	Women
Mean	24	26	23	26
Median	24	26	24	26
Low individual score	9	19	6	10
High individual score	30	30	30	30
First quartile	22	23	21	24
Third quartile	27	29	26	30

(potential range: 6-30)

Although these factor scores can provide a broad indication of the attitudes held by superintendents and school board presidents toward women as school district administrators, the individual woman who is applying for a position as school district administrator will be dealing with attitudes held by individuals. For this reason, it was considered important to present in this summary the statements that composed the factors and the re-

actions elicited by each of them. An examination of each of these statements can also provide insight into the variables that compose the attitudes held by those responsible for hiring school district administrators. Since an integral part of the AASA project is the development of workshops designed to facilitate attitude change in the direction of increasing employment opportunities for women--toward making the selection process equitable for both men and women--the starting point provided by the data in the following section of this chapter should not be overlooked.

RESPONSES TO INDIVIDUAL WASDA ITEMS

Data are provided in the following table for the responses of both superintendents and school board presidents to all individual items in the WASDA. Additionally, combined strongly agree/agree percentages are provided for male and female respondents in each of these categories.

As can be seen from a review of the data, the responses received from superintendents and school board presidents are very similar-particularly if viewed from the perspective of combined strongly agree/agree scores. Both groups support the concept that *"men and women should be given equal opportunity for participation in management training programs"* and believe that *"society should regard work by female administrators as being just as valuable as work by male administrators."* They express agreement with the statements that *"the educational community should someday accept women in key administrative positions"; "it is acceptable for women to compete with men for top positions in educational administration"*; and *"women have the capability to acquire the necessary skills to be successful administrators."* In general, then, responses to individual items express an agreement that women can be effective in educational administration.

A closer look at the data can, though, highlight some interesting variations from the perspective of the sex of the respondent. Although almost three-fourths (superintendents, 73 percent; school board presidents, 74 percent) of both groups of female respondents agree or strongly agree with the statement that *"women would no more allow their emotions to influence their administrative behavior than would men,"* only 47 percent of the male school board presidents and 58 percent of the male superintendents express this opinion. Whereas over 70 percent of the women (superintendents, 77 percent; school board presidents, 71 percent) strongly agree or agree that *"the possibility of pregnancy does not make women less desirable administrators than men,"* the corresponding percentages were much lower for male respondents--44 percent for superintendents and 41 percent for school board presidents. A similar pattern is evidenced in response to the item *"problems associated with menstruation should not make women less desirable than men as employees."* Over 90 percent of the responses from women (superintendents, 92 percent; school board presidents, 91 percent) fell in the strongly agree/agree category, whereas only 65 percent of the male school board presidents and 75 percent of the male superintendents expressed agreement with the statement. Of the male respondents, 36 percent of the superintendents and 47 percent of the school board presidents strongly agree or agree with the statement *"on the average, a woman who stays at home all the time with her children is a better mother than a woman who works outside the home at least half time."* This opinion was supported by only 4 percent

of the female superintendents and 13 percent of the female school board presidents. These last four statements are all classified as Factor 2 items--traditional female-specific barriers to full-time employment.

The differences between responses received from men and women are not confined to Factor 2 items, however. Eighty-two (82) percent of both groups of women strongly agree/agree that *"women possess the self-confidence of a good leader."* The corresponding percentages for men are 70 percent for superintendents and 64 percent for school board presidents. Whereas 88 percent of the female superintendents and 87 percent of the female school board presidents agree that *"to be a successful administrator, a woman does not have to sacrifice some of her femininity,"* the corresponding percentages for male respondents are lower--65 percent for superintendents and 61 percent for school board presidents.

A careful review of the following table will provide more information on the responses of the various subgroups.

Responses to Items on the WASDA Instrument

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree*
Women have the objectivity required to evaluate educational situations properly (a).**					
Superintendents (86%; 98%) ***	37.6%	48.5%	10.1%	3.2%	.4%
School board presidents (84%; 93%)	31.8	54.0	9.4	2.7	1.9
Women are not ambitious enough to be successful in the world of educational administration (c).					
Superintendents (7%; 7%)	2.2	5.0	10.6	40.4	41.5
School board presidents (4%; 7%)	1.3	3.7	8.0	45.7	41.2
Men and women should be given equal opportunity for participation in management training programs (a).					
Superintendents (94%; 98%)	57.1	37.3	2.7	1.7	1.1
School board presidents (90%; 100%)	48.7	43.0	4.3	2.9	1.1
Challenging work is more important to men than it is to women (a).					
Superintendents (12%; 8%)	2.9	9.2	15.2	36.9	35.3
School board presidents (20%; 6%)	4.3	12.3	15.8	39.6	28.1
Women cannot be assertive in administrative situations that demand it (c).					
Superintendents (13%; 8%)	3.9	8.8	10.7	44.4	31.9
School board presidents (18%; 5%)	2.7	12.3	7.5	47.9	29.4
To be a successful administrator, a woman does not have to sacrifice some of her femininity (b).					
Superintendents (65%; 88%)	24.2	41.2	9.9	19.4	5.0
School board presidents (61%; 87%)	18.7	48.9	9.4	18.4	4.5

*Percents do not add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from .0 to .9 percent.)

**Refers to the WAMS factor under which the item is classified; see page 5 for an explanation of these factors.

***The first figure in parentheses applies to the combined strongly agree and agree percentages for men; the second figure provides the same data for women.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree*
The educational community should someday accept women in key administrative positions (a).**					
Superintendents (89%; 96%)	45.2%	43.8%	6.6%	2.0%	1.4%
School board presidents (84%; 96%)***	43.0	44.1	7.5	2.9	1.9
On the average, a woman who stays at home all the time with her children is a better mother than a woman who works outside the home at least half time (b).					
Superintendents (36%; 4%)	13.1	21.5	27.6	23.2	14.2
School board presidents (47%; 13%)	16.8	22.7	24.6	22.7	12.8
It is acceptable for women to compete with men for top positions in educational administration (a).					
Superintendents (94%; 92%)	46.0	47.9	2.5	2.6	.8
School board presidents (92%; 98%)	38.2	54.5	3.5	2.4	1.1
Women are not competitive enough to be successful in the business world (c).					
Superintendents (6%; 8%)	1.4	5.1	10.6	49.4	33.3
School board presidents (10%; 8%)	1.1	8.8	10.2	48.9	31.0
The possibility of pregnancy does not make women less desirable administrators than men (b).					
Superintendents (44%; 77%)	13.4	31.9	17.5	30.3	6.6
School board presidents (41%; 71%)	12.0	36.6	15.0	30.2	5.9
It is not acceptable for women to assume leadership roles as often as men (a).					
Superintendents (15%; 15%)	2.8	12.1	11.2	45.1	28.3
School board presidents (22%; 8%)	3.7	15.0	12.3	41.4	26.7

*Percents do not add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from .0 to .9 percent.)

**Refers to the WAMS factor under which the item is classified; see page 5 for an explanation of these factors.

***The first figure in parentheses applies to the combined strongly agree and agree percentages for men; the second figure provides the same data for women.

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree*
Women would no more allow their emotions to influence their administrative behavior than would men (2).**					
Superintendents (58%; 73%)***	20.4%	37.6%	16.3%	21.9%	3.5%
School board presidents (47%; 74%)	17.1	36.9	15.5	24.3	6.1
On the average, women administrators are less capable of contributing to an organization's overall goals than are men (1).					
Superintendents (8%; 8%)	1.9	6.4	9.7	47.6	34.1
School board presidents (13%; 2%)	1.3	9.4	10.2	46.3	32.6
It is less desirable for women than men to have a job that requires responsibility (1).					
Superintendents (7%; 15%)	1.4	5.9	10.2	49.8	32.7
School board presidents (9%; 3%)	1.1	6.7	12.0	44.9	34.5
Problems associated with menstruation should not make women less desirable than men as employees (2).					
Superintendents (75%; 92%)	28.3	47.3	11.0	9.0	2.9
School board presidents (65%; 91%)	25.9	46.0	11.5	12.6	3.7
Women are less capable of learning mathematical and mechanical skills than are men (3).					
Superintendents (9%; 6%)	1.4	6.9	9.5	43.0	38.9
School board presidents (14%; 4%)	1.9	10.2	10.2	43.3	34.2
Women cannot be agressive in administrative situations that demand it (3).					
Superintendents (8%; 6%)	1.7	6.3	8.0	49.4	34.3
School board presidents (13%; 3%)	2.4	8.3	7.2	51.3	30.7

*Percents do not add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from .0 to .9 percent.)

**Refers to the WAMS factor under which the item is classified; see page 5 for an explanation of these factors.

***The first figure in parentheses applies to the combined strongly agree and agree percentages for men; the second figure provides the same data for women.

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree*
Society should regard work by female administrators as being just as valuable as work by male administrators (1).**					
Superintendents (94%; 96%)***	45.2%	48.6%	3.5%	1.7%	.8%
School board presidents (91%; 97%)	39.8	52.7	4.0	2.4	1.1
Women possess the self-confidence of a good leader (3).					
Superintendents (70%; 82%)	25.7	44.9	22.4	5.3	.8
School board presidents (64%; 82%)	22.7	45.5	22.2	7.5	1.9
Women have the capability to acquire the necessary skills to be successful administrators (1).					
Superintendents (93%; 98%)	42.8	50.5	4.3	1.8	.2
School board presidents (89%; 97%)	39.0	51.6	5.9	3.2	.3

*Percents do not add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from .0 to .9 percent.)

**Refers to the WAMS factor under which the item is classified; see page 5 for an explanation of these factors.

***The first figure in parentheses applies to the combined strongly agree and agree percentages for men; the second figure provides the same data for women.

IV. SRA OPINION SURVEY FOR MEN AND WOMEN

Approximately 10 percent of those in the sample group were sent both the WASDA and the Science Research Associates Opinion Survey for Men and Women (SRA). The eighty-eight items on the SRA were designed to assess opinions in five different areas related to the employment of women. Unlike the WASDA, the SRA does not focus on the occupation of school district administrator, nor does it concentrate on women as managers. Instead, its approach is more general. Four of the five sections of the SRA can be classified under the general heading "employment characteristics of women." The related subtopics are (a) work attitudes and habits, (b) interest and motivation, (c) temperament, and (d) aptitudes, knowledge, and skills. The response alternatives for these items were men much more than women, men slightly more than women, no difference, women slightly more than men, and women much more than men. The fifth group of items attempts to assess the attitudes of respondents about employer/organizational policies toward men and women. The response alternatives for these items were strongly disagree, disagree, undecided, agree, and strongly agree. All SRA items are listed by category in the chart at the end of this section.

The SRA was selected for use with this project because national norms had been developed. Due, though, to the small sample size and the low percentage of women within the sample, insufficient responses were received from women to generate usable data. In Part A, below, data are reported for men and for "total responses" for both superintendents and school board presidents generally, even though very small percentages of these groups of respondents were women, because the proportion of women in the populations surveyed is comparably small.

ANALYSIS OF SRA FACTORS

A scoring key included with the SRA instrument was used to compute the scores received by individual respondents on each of the factors mentioned above. In addition, a subscore was computed to sum the scores for the first four factors; a total score was also calculated. Group data--the high, low, mean, first quartile, median, and third quartile scores--are reported below. The lower the score, the more respondents indicated that they felt men and women can perform equally well in a work setting. The SRA manual provides a table that can be used to convert mean scores to a percentile, based on national norms. Percentile ranges have also been developed that can be used to compare the sample groups in this

survey with the national group norms developed by SRA. These are:

- *Very good: 91st to 99th percentiles*
- *Good: 71st to 90th percentiles*
- *Average: 31st to 70th percentiles*
- *Poor: 11th to 30th percentiles*
- *Very Poor: 1st to 10th percentiles*

Work Attitudes and Habits (potential range: 0-64)

The mean scores of both superintendents and school board presidents fall at the low end of the average range for this category, although both groups include individuals whose score was rated very good and others whose score fell in the very poor range. Based on SRA norms for men, the mean scores of both male superintendents and school board presidents also fell within the average range.

	Superintendents		School Board Presidents	
	All	Men	All	Men
Mean	15	15	16	17
Low	0	0	0	0
High	40	40	40	40
First quartile	8	8	5	5
Third quartile	20	20	23	23
Median	15	15	12	12
SRA Organizational Mean Score Range				

Interest and Motivation (potential range: 0-56)

The mean scores of superintendents and school board presidents display a wider spread between them in this category. Superintendents' mean score can be classified as average to good, whereas that of the school board presidents falls in the average to poor range. Male superintendents'

*VG: Very Good; G: Good; A: Average; P: Poor; VP: Very Poor--as defined by the comparison between the mean scores received by the sample groups and the national group norms developed by SRA.

mean score--based on male norms--is very good, whereas that of the male school board presidents is average.

	Superintendents		School Board Presidents	
	All	Men	All	Men
Mean	14	13	19	19
Low	0	0	0	0
High	32	30	50	50
First quartile	8	8	8	6
Third quartile	19	18	25	31
Median	14	14	14	10
SRA Organizational Mean Score Range	A/G	VG	A/P	A

Temperament (potential range: 0-72)

The mean scores of both groups place them in higher ranges than those achieved for the preceding two categories. The score of superintendents falls in the very good to good range, whereas that of school board presidents can be classified in the good to average range. Male superintendents' mean score is very good; the mean score of male school board presidents is rated average.

	Superintendents		School Board Presidents	
	All	Men	All	Men
Mean	17	16	21	22
Low	0	0	0	0
High	50	40	60	60
First quartile	8	6	8	7
Third quartile	26	24	29	30
Median	16	16	14	14
SRA Organizational Mean Score Range	VG/G	VG	G/A	A

Aptitudes, Knowledge, and Skills (potential range: 0-80)

Superintendents' mean score is rated as very good to good, compared with other organizational mean scores, whereas that of school board presidents can be classified as good to average. The corresponding designations for male respondents are very good for superintendents and good for school board presidents.

	Superintendents		School Board Presidents	
	All	Men	All	Men
Mean	16	15	21	20
Low	0	0	0	0
High	42	42	54	54
First quartile	8	8	8	8
Third quartile	22	22	31	25
Median	42	42	14	12
SRA Organizational Mean Score Range	VG/G	VG	G/A	G

Part 1 Subscore: Employment Characteristics (potential range: 0-272)

The scores received by each individual in the last four subsections of the SRA were summed, and mean scores for both groups were computed from these. Superintendents' mean score is within the very good to good range. School board presidents' mean score is classified as average, as is that of male school board presidents. The mean score of male superintendents can be classified as very good. Individual scores within the groups ranged from the 99th percentile (very good) for both superintendents and school board presidents to the 11th percentile (poor) for superintendents and the 1st percentile (very poor) for school board presidents.

	Superintendents		School Board Presidents	
	All	Men	All	Men
Mean	62	60	76	78
Low	0	0	0	0
High	136	136	204	204
First quartile	34	34	31	30

Third quartile	86	85	105	111
Median	60	59	54	52
SRA Organizational Mean Score Range	VG/G	VG	A	A

Part 2 Subscore: Organizational Policies (potential range: 20-100)

The mean score for superintendents falls within the average range, whereas that of school board presidents can be classified as average to poor. Male superintendents--again using SRA male norms--have a good mean score; male school board presidents' mean score is average. Individual scores within the groups again range from the 1st to the 99th percentile.

	Superintendents		School Board Presidents	
	All	Men	All	Men
Mean	45	44	46	49
Low	20	20	20	39
High	76	68	69	69
First quartile	38	38	40	43
Third quartile	50	49	51	51
Median	45	44	43	44
SRA Organizational Mean Score Range	A	G	A/P	A

Total Score (potential range: 20-372)

Superintendents' received a very good to good rating when the SRA composite mean score--a composite of all the subsections--is used as an indicator, whereas school board presidents' mean score falls within the average category. Male superintendents' mean composite score is rated as very good, whereas that of male school board presidents is classified as average.

	Superintendents		School Board Presidents	
	All	Men	All	Men
Mean	107	104	122	127
Low	34	34	48	48
High	202	202	264	264
First quartile	76	75	74	73
Third quartile				
Median	101	98	108	108
SRA Organizational Mean Score Range	VG/G	VG	A	A

RESPONSES TO INDIVIDUAL SRA ITEMS

The use of mean composite scores--as discussed in Part A--provides one method of studying attitudes toward women that affect their participation in the work force. Responses to individual SRA items are another facet of the data obtained from the instrument. Comments below highlight some of these items and the responses elicited by them. The chart following this section lists all SRA items, and provides the percentages of superintendents and school board presidents selecting the various response options.

Work Attitudes and Habits

- Almost thirty (30) percent of the respondents in each group felt that men are more likely than women to *"work extra hours when needed,"* whereas less than 10 percent in each group stated that women are more likely to do so.

- Less than 10 percent in each group expressed the opinion that women are more likely than men to *"work effectively with subordinates,"* whereas about 40 percent stated that men are more likely to do so than women.

- Over one-third of the respondents in each group agreed that women more than men *"accept the opposite sex as co-workers,"* whereas only about 10 percent in each chose the men more than women responses.

- Thirty-six (36) percent of the superintendents and 43 percent of the school board presidents agreed that women are more *"likely to quit"* than men. The reverse view was held by 8 percent of the superintendents and 17 percent of the school board presidents.

- At least 26 percent of each group of respondents were of the opinion that women *"care about the quality of their work"* more than men do. Less than 1 percent of the respondents expressed the opinion that men are more concerned than women.

- Almost thirty (30) percent of the respondents in each group felt that men are more likely than women to *"work more hours when needed,"* whereas less than 10 percent in each group stated that women are more likely to do so.

- Seventy-eight (78) percent of the school board presidents and 64 percent of the superintendents stated that women more than men *"put family matters ahead of their jobs."* None of the school board presidents and only 8 percent of the superintendents selected the "men more than women" responses.

- None of the school board presidents and only 5 percent of the superintendents stated that men are more likely than women to *"take too much time off for personal reasons."* Forty-five (45) percent of the superintendents and 48 percent of the school board presidents felt that this tendency is more prevalent among women than men.

- Almost three-fourths of the respondents in each group expressed the view that no difference is demonstrated between men and women in their efforts to *"keep up with new developments on the job."*

Interests and Motivation

- Over 35 percent of the superintendents and 48 percent of the school board presidents felt that women more than men *"enjoy doing routine tasks."* Less than 5 percent of the respondents in each group selected the "men more than women" options.

- None of the school board presidents and less than 9 percent of the superintendents viewed women as more likely to *"set long-range goals and work toward them,"* whereas 21 percent of the superintendents and 48 percent of the school board presidents view this characteristic as more likely to occur in men. In related items, about 50 percent of the respondents in each group stated that men more than women *"want to get ahead"*; less than 5 percent in each group attributed this tendency to women more than men. Forty (40) percent of the superintendents and 35 percent of the school board presidents view men as more likely than women to *"want increased responsibility"*; only about 10 percent of the respondents in each group felt that women desire this more than men.

- Although less than 1 percent of the respondents in each group felt that men are more likely than women to be *"home-oriented rather than job-oriented,"* 74 percent of the superintendents and 83 percent of the school board presidents judged this to be a predominantly female characteristic.

Temperament

- Forty-six (46) of responding superintendents and 61 percent of the school board presidents viewed women as more *"sensitive to criticism."* None of the school board presidents and only 4 percent of the superintendents expressed the opinion that men are more likely to be sensitive to criticism.

- Men were considered more likely to be *"aggressive"* by 52 percent of the superintendents and 43 percent of the school board presidents; the corresponding percentages for the "women more than men" choices are 5 percent and 17 percent.

- It was also felt that men are more likely than women to *"stand up under fire"* by 47 percent of the superintendents and 74 percent of the school board presidents. Only 4 percent of the school board presidents and none of the superintendents expressed the opinion that women are more likely than men to do so.

- Only 3 percent of the superintendents and none of the school board presidents felt that women are more likely than men to be *"independent and self-sufficient."* About 37 percent of the respondents in each group stated that men are more likely than women to exhibit these traits.

- Women were judged much more likely than men to *"cry easily,"* whereas men more than women are judged to *"lose their tempers easily."*

- Women were viewed as more likely than men to be *"slightly timid rather than forward"* by 43 percent of superintendents and 52 percent of school board presidents. Only 3 percent of the superintendents and none of the school board presidents chose the other extreme.

- Very few of the respondents (4 percent of superintendents and no school board presidents) viewed the tendency to be *"sensitive to other people's feelings"* as a trait more likely to be characteristic of men than women. Forty-seven (47) percent of the superintendents and 56 percent of the school board presidents view this as a predominantly female characteristic.

Aptitudes, Knowledge, and Skills

- Seventy-four (74) percent of the superintendents and 58 percent of the school board presidents felt that the probability that men and women *"are capable administrators"* is about equal, but 25 percent of the superintendents and 38 percent of the school board presidents were of the opinion that men are more likely than women to possess this ability.

- In regard to a related item, women and men were considered to be equally likely to *"have leadership potential"* by 82 percent of the superintendents and 67 percent of the school board presidents. Twenty-nine (29) percent of the school board presidents and 18 percent of the superintendents felt, though, that it is probable that more men than women possess this potential.

- Eighty-seven (87) percent of the school board presidents and 57 percent of the superintendents viewed *"good verbal ability"* as equally likely to be found among men and women. An additional 44 percent of the superintendents, though, judge that more women than men are likely to possess this ability.

- Women more than men were considered to be *"good at detail work"* by 41 percent of the superintendents and 56 percent of the school board presidents. Corresponding responses for the men more than women choices are 4 percent of the superintendents and none of the school board presidents.

- In several skill areas important to people managing large organizations, it was more frequently the judgment that men more than women possess the necessary traits. This was the case in regard to the ability to *"understand financial matters," to "negotiate contracts effectively,"* and to *"understand the 'big picture' of the organization."*

Organizational Policies

- Generally disagreed with by both groups of respondents are statements that characterize school districts as organizations in which women (or men) receive preferential treatment. Items such as these included *"favoritism is shown to women when it comes to special development opportunities"* (less than 7 percent in each group agree) and *"women get too many breaks here"* (less than 10 percent in each group agree).

- Twenty-nine (29) percent of the superintendents and 43 percent of the school board presidents did agree that *"some jobs here should remain 'men's jobs' and other jobs should remain 'women's jobs.'"*

- Respondents in each group generally agreed with the following statements, the combined percentage of those agreeing and strongly agreeing ranging from 65 percent to 83 percent: *"I would work for a female supervisor if need be," "a person of either sex could do my job well,"* and *"women are as serious about their jobs as men are."*

More detailed information about these and other items can be found in the following table.

Responses to Items on the SRA Instrument

WORK ATTITUDES AND HABITS	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Resist new methods					
Superintendents	3.2%	22.8%	64.1%	9.7%	0.0%
School board presidents	4.3	21.7	56.5	17.3	0.0
View work as a social situation					
Superintendents	1.0	4.3	35.8	47.8	9.7
School board presidents	4.3	4.3	52.1	39.1	0.0
Work effectively with superiors					
Superintendents	3.2	17.3	66.3	13.0	0.0
School board presidents	0.0	17.3	69.5	13.0	0.0
Work effectively with subordinates					
Superintendents	6.5	31.5	53.2	7.6	0.0
School board presidents	0.0	43.4	47.8	8.6	0.0
Work effectively with co-workers					
Superintendents	3.2	33.6	54.3	8.6	0.0
School board presidents	8.6	17.3	65.2	4.3	0.0
Are often absent from work					
Superintendents	1.0	4.3	54.3	33.6	5.4
School board presidents	0.0	13.0	30.4	47.8	8.6
Are reliable in crises					
Superintendents	3.2	35.8	58.6	2.1	0.0
School board presidents	17.3	26.0	52.1	0.0	0.0
Accept the opposite sex as co-workers					
Superintendents	2.1	10.8	42.3	33.6	9.7
School board presidents	0.0	8.6	52.1	34.7	0.0
Are likely to quit					
Superintendents	0.0	7.6	55.4	29.3	6.5
School board presidents	4.3	13.0	35.7	43.4	0.0

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

Responses to Items on the SRA Instrument

	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
WORK ATTITUDES AND HABITS (cont.)					
Waste time by socializing					
Superintendents	0.0%	4.3%	75.0%	18.4%	0.0%
School board presidents	4.3	0.0	65.2	30.4	0.0
Keep up with new developments on the job					
Superintendents	0.0	11.9	71.7	16.3	0.0
School board presidents	4.3	17.3	73.9	4.3	0.0
Care about the quality of their work					
Superintendents	0.0	1.0	70.6	26.0	2.1
School board presidents	0.0	0.0	73.9	26.0	0.0
Care about the organization's reputation					
Superintendents	0.0	19.5	67.3	11.9	1.0
School board presidents	4.3	17.3	73.9	4.3	0.0
Will work extra hours when needed					
Superintendents	2.1	27.1	57.6	9.7	1.0
School board presidents	4.3	21.7	69.5	4.3	0.0
Put family matters ahead of their jobs					
Superintendents	3.2	4.3	28.2	52.1	11.9
School board presidents	0.0	0.0	21.7	65.2	13.0
Take too much time off for personal reasons					
Superintendents	0.0	5.4	50.0	41.3	3.2
School board presidents	0.0	0.0	52.1	30.4	17.3
INTEREST AND MOTIVATION					
Enjoy doing routine tasks					
Superintendents	0.0	3.2	58.6	36.9	1.0
School board presidents	0.0	4.3	47.8	39.1	8.6

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

Responses to Items on the SRA Instrument

INTEREST AND MOTIVATION (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Like to work alone on a project					
Superintendents	1.0%	25.0%	65.2%	7.6%	1.0%
School board presidents	0.0	30.4	56.5	8.6	4.3
Prefer to work for men					
Superintendents	7.6	31.5	29.3	27.1	4.3
School board presidents	13.0	21.7	39.1	17.3	8.6
Set long-range goals and work toward them					
Superintendents	2.1	18.4	69.5	8.6	0.0
School board presidents	13.0	34.7	52.1	0.0	0.0
Want to get ahead					
Superintendents	7.6	41.3	46.7	3.2	0.0
School board presidents	21.7	34.7	39.1	0.0	4.3
Desire interesting and challenging work					
Superintendents	2.1	10.8	83.6	2.1	0.0
School board presidents	4.3	21.7	69.5	4.3	0.0
Want increased responsibility					
Superintendents	6.5	33.6	50.0	9.7	0.0
School board presidents	17.3	17.3	52.1	8.6	4.3
Want to develop their special abilities at work					
Superintendents	2.1	10.8	75.0	10.8	1.0
School board presidents	8.6	13.0	78.0	0.0	0.0
Want to participate in training opportunities					
Superintendents	2.1	16.3	63.0	17.3	1.0
School board presidents	4.3	21.7	69.5	4.3	0.0

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

Responses to Items on the SRA Instrument

	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
INTEREST AND MOTIVATION (cont.)					
Are home-oriented rather than job-oriented					
Superintendents	0.0%	1.0%	25.0%	69.5%	4.3%
School board presidents	0.0	0.0	17.3	65.2	17.3
Like math, science, and high finance					
Superintendents	11.9	55.4	32.6	0.0	0.0
School board presidents	26.0	56.5	17.3	0.0	0.0
Need novelty and adventure					
Superintendents	3.2	18.4	70.6	7.6	0.0
School board presidents	4.3	43.4	47.8	0.0	0.0
Like to help others					
Superintendents	0.0	1.0	63.0	33.6	2.1
School board presidents	0.0	4.3	43.4	39.1	13.0
Strongly desire security					
Superintendents	1.0	15.2	50.0	27.1	6.5
School board presidents	0.0	4.3	56.5	17.3	17.3
TEMPERAMENT					
Are sensitive to criticism					
Superintendents	0.0	4.3	50.0	42.3	3.2
School board presidents	0.0	0.0	39.1	34.7	26.0
Are jealous					
Superintendents	0.0	1.0	52.1	39.1	7.6
School board presidents	0.0	4.3	60.3	17.3	17.3
Are too emotional about their jobs					
Superintendents	0.0	0.0	51.0	46.7	2.1
School board presidents	0.0	0.0	43.4	43.4	13.0

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

Responses to Items on the SRA Instrument

TEMPERAMENT (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Are aggressive					
Superintendents	4.3%	47.8%	41.3%	5.4%	0.0%
School board presidents	8.6	34.7	34.7	13.0	4.3
Stand up under fire					
Superintendents	2.1	44.5	53.2	0.0	0.0
School board presidents	43.4	30.4	47.8	0.0	4.3
Keep cool in emergencies					
Superintendents	3.2	34.7	58.6	2.1	0.0
School board presidents	13.0	30.4	52.1	4.3	0.0
Are independent and self-sufficient					
Superintendents	0.0	36.9	59.7	3.2	0.0
School board presidents	8.6	30.4	60.8	0.0	0.0
Hide their true feelings					
Superintendents	2.1	42.3	41.3	13.0	1.0
School board presidents	8.6	39.1	30.4	17.3	4.3
Are competitive					
Superintendents	2.1	39.1	54.3	4.3	0.0
School board presidents	8.6	8.6	78.7	4.3	0.0
Give up easily					
Superintendents	0.0	1.0	81.5	17.3	0.0
School board presidents	4.3	4.3	73.9	13.0	4.3
Cry easily					
Superintendents	0.0	1.0	14.1	66.3	17.3
School board presidents	4.3	0.0	4.3	47.8	34.7
Lose their tempers easily					
Superintendents	3.2	26.0	57.6	8.6	4.3
School board presidents	4.3	39.1	47.8	0.0	8.6

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

Responses to Items on the SRA Instrument

	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
TEMPERAMENT (cont.)					
Are self-confident					
Superintendents	0.0%	33.6%	64.1%	2.1%	0.0%
School board presidents	4.3	30.4	65.2	0.0	0.0
Are warm and friendly toward others					
Superintendents	0.0	3.2	65.2	30.4	1.0
School board presidents	0.0	4.3	69.5	17.3	8.6
Strongly desire security and approval					
Superintendents	0.0	3.2	63.0	32.6	1.0
School board presidents	0.0	0.0	69.5	17.3	13.0
Are slightly timid rather than forward					
Superintendents	0.0	3.2	52.1	42.3	1.0
School board presidents	0.0	0.0	47.8	47.8	4.3
Are sensitive to other people's feelings					
Superintendents	0.0	4.3	48.9	44.5	2.1
School board presidents	0.0	0.0	43.4	52.1	4.3
Are narrow-minded					
Superintendents	0.0	8.6	82.6	8.6	0.0
School board presidents	0.0	4.3	82.6	13.0	0.0
APTITUDES, KNOWLEDGE, AND SKILLS					
Have good verbal ability					
Superintendents	0.0	0.0	56.5	43.4	1.0
School board presidents	0.0	0.0	86.9	8.6	4.3
Are accurate and precise					
Superintendents	0.0	2.1	59.7	36.9	2.1
School board presidents	0.0	8.6	69.5	17.3	4.3

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

Responses to Items on the SRA Instrument

APTITUDES, KNOWLEDGE, AND SKILLS (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Approach problems rationally					
Superintendents	0.0%	22.8%	77.1%	1.0%	0.0%
School board presidents	8.6	30.4	56.5	4.3	0.0
Have mathematical ability					
Superintendents	0.0	42.3	57.6	1.0	0.0
School board presidents	8.6	43.4	43.4	4.3	0.0
Size up situations accurately					
Superintendents	0.0	17.3	79.3	3.2	1.0
School board presidents	4.3	26.0	69.5	0.0	0.0
Are good at detail work					
Superintendents	0.0	4.3	55.4	35.8	5.4
School board presidents	0.0	0.0	43.4	52.1	4.3
Get people to work together					
Superintendents	0.0	29.3	67.3	4.3	0.0
School board presidents	8.6	26.0	52.1	13.0	0.0
Are effective in group situations (meetings and the like)					
Superintendents	1.0	17.3	76.0	5.4	0.0
School board presidents	8.6	21.7	56.5	13.0	0.0
Have social skills and tact					
Superintendents	0.0	5.4	54.3	40.2	1.0
School board presidents	0.0	8.6	56.5	34.7	0.0
Understand the "big picture" of the organization					
Superintendents	2.1	39.1	57.6	2.1	0.0
School board presidents	17.3	39.1	43.4	0.0	0.0

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

Responses to Items on the SRA Instrument

APTITUDES, KNOWLEDGE, AND SKILLS (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Understand financial matters					
Superintendents	3.2%	39.1%	58.6%	0.0%	0.0%
School board presidents	13.0	47.8	39.1	0.0	0.0
Negotiate contracts effectively					
Superintendents	3.2	39.1	56.5	1.0	0.0
School board presidents	13.0	26.0	60.8	0.0	0.0
Hold their own in an argument					
Superintendents	1.0	20.6	75.0	4.3	0.0
School board presidents	0.0	30.4	65.2	4.3	0.0
Have mechanical aptitude					
Superintendents	7.6	68.4	25.0	0.0	0.0
School board presidents	26.0	39.1	30.4	4.3	0.0
Have clerical aptitude					
Superintendents	0.0	2.1	33.6	54.3	10.8
School board presidents	0.0	0.0	34.7	47.8	17.3
Solve logical problems easily					
Superintendents	1.0	20.6	76.0	2.1	0.0
School board presidents	4.3	17.3	78.2	0.0	0.0
Make effective decisions					
Superintendents	0.0	19.5	81.5	0.0	0.0
School board presidents	0.0	26.0	73.9	0.0	0.0
Are creative and inventive					
Superintendents	0.0	10.8	71.7	18.4	0.0
School board presidents	0.0	0.0	78.2	21.7	0.0
Are capable administrators					
Superintendents	1.1	23.7	74.2	1.1	0.0
School board presidents	12.5	25.0	58.3	0.0	0.0

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

Responses to Items on the SRA Instrument

APTITUDES, KNOWLEDGE, AND SKILLS (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Have leadership potential					
Superintendents	0.0%	18.3%	81.7%	0.0%	0.0%
School board presidents	8.3	20.8	66.6	0.0	0.0

ORGANIZATIONAL POLICIES	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Women are given too many breaks here					
Superintendents	11.9	56.5	22.8	8.6	1.0
School board presidents	17.3	47.8	26.0	8.6	0.0
Promotional opportunities are greater for men than for women					
Superintendents	7.6	36.9	10.8	43.4	2.1
School board presidents	4.3	26.0	13.0	56.5	0.0
This organization recently has put more emphasis on training women than on training men					
Superintendents	4.3	58.6	18.4	18.4	1.0
School board presidents	4.3	39.1	39.1	17.3	0.0
Women have too much say here on policies and decisions					
Superintendents	9.7	69.5	15.2	5.4	1.0
School board presidents	13.0	52.1	34.7	0.0	0.0
Preference is given to men over women in assigning work					
Superintendents	14.1	54.3	20.6	11.9	0.0
School board presidents	13.0	56.5	17.3	13.0	0.0

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

Responses to Items on the SRA Instrument

ORGANIZATIONAL POLICIES (cont.)	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Women can get complaints resolved here more easily than men					
Superintendents	9.7%	63.0%	19.5%	8.6%	0.0%
School board presidents	13.0	60.8	13.0	13.0	0.0
More interesting, challenging jobs are given to women than should be					
Superintendents	13.0	73.9	11.9	1.0	1.0
School board presidents	8.6	73.9	17.3	0.0	0.0
When you consider the work they do, women here are overpaid compared with men					
Superintendents	25.0	61.9	8.6	5.4	0.0
School board presidents	26.0	65.2	8.6	0.0	0.0
Favoritism is shown to women when it comes to special development opportunities					
Superintendents	19.5	58.6	16.3	6.5	0.0
School board presidents	8.6	69.5	17.3	4.3	0.0
Men have to earn their breaks, while women get breaks because of their sex					
Superintendents	17.3	57.6	16.3	9.7	0.0
School board presidents	13.0	60.8	13.0	13.0	0.0
Management is afraid of "women's lib"					
Superintendents	17.3	55.4	15.2	10.8	2.1
School board presidents	13.0	60.8	8.6	17.3	4.3
It seems this organization is forced by law to favor women					
Superintendents	13.0	48.9	15.2	21.7	1.0
School board presidents	8.6	60.8	13.0	13.0	4.3

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

Responses to Items on the SRA Instrument

ORGANIZATIONAL POLICIES (cont.)	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
The married family man should always be the backbone of this organization					
Superintendents	20.6%	60.8%	14.1%	4.3%	0.0%
School board presidents	13.0	65.2	13.0	8.6	0.0
It would probably be disastrous if women got much control of management power here					
Superintendents	21.7	55.4	17.3	5.4	1.0
School board presidents	21.7	56.5	13.0	8.6	0.0
Some jobs here should remain "men's jobs" and other jobs should remain "women's jobs"					
Superintendents	14.1	36.9	20.6	27.1	2.1
School board presidents	17.3	30.4	8.6	43.4	0.0
I somewhat resent women's attempts to get more power here					
Superintendents	15.2	65.2	13.0	6.5	0.0
School board presidents	8.6	73.9	8.6	8.6	0.0
With few exceptions, a woman's place is basically in the home					
Superintendents	20.6	58.6	10.8	9.7	1.0
School board presidents	17.3	60.8	8.6	8.6	4.3
I would work for a female supervisor if need be					
Superintendents	2.1	13.0	13.0	52.1	20.6
School board presidents	4.3	4.3	13.0	65.2	13.0
A person of either sex could do my job well					
Superintendents	3.2	13.0	15.2	46.7	22.8
School board presidents	0.0	30.4	4.3	43.4	21.7
Women are as serious about their jobs as men are					
Superintendents	1.0	9.7	10.8	56.5	22.8
School board presidents	0.0	4.3	13.0	56.5	26.0

NOTE: Percents do not always add to 100.0, because the percent who did not respond to specific items is not shown. (Nonresponses ranged from 0.0 to 2.1 percent.)

V. CHARACTERISTICS OF RESPONDENTS

The Women as School District Administrators (WASDA) instrument included sixteen items about the characteristics of respondents and their school districts. Data generated from these questions are grouped here under three main headings: (a) personal/professional characteristics of the respondents, (b) characteristics of the school districts, and (c) opinion questions.

These data are outlined primarily to provide a general profile of the respondents. Comments are made about subgroups of respondents only when significant differences or particularly striking similarities seem to exist among them.

PERSONAL/PROFESSIONAL CHARACTERISTICS

- *What is your current position?*

Position	
Superintendent	81.9%
President/chairperson of the board of education	18.1%

Data received in response to the question below are presented for men and women in each of the two job categories, since the number of years spent in the positions varied by sex. Although median number of years for male and female school board presidents is fairly close--7 and 6 years respectively--male superintendents as a group have held their positions much longer than female superintendents. The median number of years for male superintendents is 9, whereas 4 years is the median number of years that the women, as a group, have been employed as superintendents.

- *How many years have you served as a superintendent?*

Years	Superintendents		School Board Presidents	
	Men	Women	Men	Women
1 year	7.5%	25.0%	2.2%	2.2%
2 years	7.7	16.7	6.3	7.6
3 years	6.6	2.1	9.3	9.8
4 years	6.2	20.8	7.4	10.9
5 years	5.5	4.2	10.4	15.2
6 to 9 years	17.5	12.5	30.9	38.0
10 or more years	43.0	8.3	28.3	12.0
No response	6.0	10.4	5.2	4.3
Mean	10	4	8	6
Median	9	4	7	6
Range--Low	1	1	1	1
High	46	20	28	35

- *In which state do you live? (converted to the regional data presented below)*

Region	Superintendents	School Board Presidents
New England	4.7%	6.1%
Mideast	12.3	21.1
Southeast	9.8	7.2
Great Lakes	21.9	22.7
Plains	22.3	17.1
Southwest	11.2	8.6
Rocky Mountains	4.8	5.1
Far West	11.4	8.0
No response	1.7	4.0

- *What is your sex?*

Sex	Superintendents	School Board Presidents
Male	95.4%	71.9%
Female	2.8	24.9
No response	1.8	3.2

The "age" data are very similar for superintendents and school board presidents and also for men and women within those two categories.

- *What is your age?*

Age	Superintendents	School Board Presidents
Younger than 30	9%	1.1%
30 to 39	15.6	14.4
40 to 49	39.8	48.1
50 to 59	35.9	24.3
60 or older	5.9	7.0
No response	1.9	5.1
Mean	47 (47,48)*	47 (47,47)
Median	48 (48,48)	46 (46,47)
Range--Low	26 (26,27)	25 (25,26)
High	76 (69,76)	70 (70,68)

- *How would you describe yourself among the following racial or ethnic groups?*

Racial/Ethnic Group	Superintendents	School Board Presidents
Hispanic (Chicano, Puerto Rican, etc.)	1.1%	.5%
Other white	94.6	91.2
Black	.4	1.6
Native American (Indian, Eskimo	.7	.8
Asian	.1	--
Other nonwhite	.4	.5
No response	2.8	5.3

*The first number in parentheses refers to men, the second, to women.

Responding superintendents were more likely to have received graduate degrees than responding school board presidents--96 percent as compared with 28 percent.

- *What is the highest educational level you have obtained?*

Educational Level	Superintendents	School Board Presidents
Grammar school	0.0%	.3%
High school diploma	.1	29.2
Technical school certificate	0.0	3.8
Junior college diploma	.1	7.2
Bachelor's degree	2.2	27.1
Master's degree	40.7	18.2
6-year certificate	31.2	1.9
Doctorate	24.2	8.3
No response	1.7	4.0

If information about marital status is reviewed for male and female superintendents and school board presidents, female superintendents' responses follow a different pattern from that presented below. Of the female superintendents, 65 percent are married, 19 percent are single, 10 percent are divorced or separated, and 6 percent are widowed.

- *What is your present marital status?*

Marital Status	Superintendents	School Board Presidents
Single	2.6%	1.6%
Married	93.0	91.4
Widowed	.7	1.3
Divorced or separated	2.1	2.4
No response	1.7	3.2

The data presented for the questions below are not aggregated into a "total" column, since to do so would mask the differences between responses received from men and women. Only 24 percent of female school board presidents work on a full-time basis, whereas 91 percent of the male school board presidents do so. Of the women who work--either full time or part time--36 percent are employed in occupations related to education, whereas this is the case for only 11 percent of the men.

For school board presidents only:

- *Are you employed?*

	Men	Women
Yes, on a full-time basis	91.4%	23.7%
Yes, on a part-time basis	3.0	23.7
No	3.0	48.4
No response	2.6	4.3

- *If yes, is the occupation related to education?*

	Men	Women
Yes	11.0%	36.4%
No	89.0	63.6

Data for the items below are again presented in a disaggregated fashion in order to highlight the differences between male/female responses. Over one-half of the male school board presidents and almost 40 percent of the male superintendents stated that their spouses were not employed on either a full-time or a part-time basis. Only 6 percent of the women in both groups stated that this was the case. Working wives of male superintendents were the most likely of all groups to be employed in an area related to education, whereas husbands of female school board presidents were the least likely to be so employed.

- *Is your spouse employed?*

	Superintendents		School Board Presidents	
Response	Men	Women	Men	Women
Yes, on a full-time basis	33.6%	77.4%	21.4%	89.3%
Yes, on a part-time basis	16.9	0.0	22.6	0.0
No	39.6	6.5	51.4	6.0
No response	9.9	16.1	4.7	4.8

- *If yes, is the occupation related to education?*

Response	Superintendents		School Board Presidents	
	Working Husbands	Working Wives	Working Husbands	Working Wives
Yes	25.0%	60.7%	16.0%	36.3%
No	70.8	34.2	81.3	61.1
No response	4.2	5.0	2.7	2.7

The responding superintendents were generally more likely than school board presidents to have participated in activities such as "workshops focusing on Title IX." Female school board presidents were more likely to have participated in such activities than male school board presidents. A similar pattern was not evidenced among superintendents.

- *In which of the following experiences have you participated?*

	Superintendents		School Board Presidents	
	Men	Women	Men	Women
Attended a workshop which focused on Title IX provisions:				
Yes	65.0%	37.5%	27.1%	34.4%
No	26.0	39.6	58.4	47.3
No response	9.0	22.9	14.5	18.3
Participated in discussion/ awareness sessions about male/female roles:				
Yes	48.5	56.3	42.8	46.2
No	38.7	25.0	45.0	35.5
No response	12.8	18.8	12.3	18.3
Have read material (books, journal articles, etc.) about Title IX:				
Yes	90.0	79.2	77.7	86.0
No	2.9	8.3	14.1	4.3
No response	7.1	12.5	8.2	9.7
Have read material (books, journal articles, etc.) about male/female roles:				
Yes	76.0	77.1	73.2	84.9
No	14.4	8.3	17.8	7.5
No response	9.6	14.6	8.9	7.5
Have done all of these	33.5	25.0	12.6	17.2
Have done none of these	6.0	12.5	4.8	4.3

Membership in their respective state associations is high for both superintendents and school board members--ranging from a high of 93.5 percent of female school board presidents who are members of their state associations of school board members to a low of 72.9 percent of female superintendents who are members of state associations of school administrators.

- *In which of the following organizations do you currently hold a membership? (Check all that apply.)*

	Superintendents	School Board Presidents
American Association of School Administrators (AASA)	61.1%	5.9%
State association of school administrators	88.1	5.1
National School Boards Association (NSBA)	17.6	49.7
State association of school board members	34.8	85.6
Both AASA and NSBA	14.2	4.5
Both AASA and state association of school administrators	58.2	2.1
Both NSBA and state association of school board members	15.1	44.7
None of these/no response	7.6	8.6

CHARACTERISTICS OF THE SCHOOL DISTRICTS

Although a greater proportion of superintendents than school board presidents currently work/live in rural districts, the combined small town/rural percentage for each group is about equal--about 75 percent.

- *How would you describe the school district in which you work/live?*

Type	Superintendents	School Board Presidents
Urban	4.9%	5.9%
Suburban	18.7	20.9
Small town	38.2	44.9
Rural	38.0	28.1
No response	.2	.3

- *How many pupils does your school district enroll?*

Enrollment	Superintendents	School Board Presidents
25,000 or greater	1.2%	1.9%
10,000 to 24,999	3.7	4.6
1,000 to 9,999	47.8	50.4
999 or fewer	45.1	38.6
No response	2.2	4.6
Mean	2,925	3,251
Median	1,100	1,400
Range--Low	13	12
High	170,000	54,000

OPINION QUESTIONS

Over 80 percent of all respondents *"agree with the intent of Title IX legislation"* although opinions differ on the appropriateness of government intervention. The female respondents were more likely than the male respondents to support government efforts to promote equity using legislation such as Title IX.

- *Please check below the statement which comes closest to describing your personal opinion with respect to federal legislation prohibiting discrimination on the basis of sex in the schools (Title IX).*

	Superintendents		School Board Presidents	
	Men	Women	Men	Women
Agree with the intent of the legislation and support government's attempts to promote equity	28.9%	43.8%	29.4%	52.7%
Agree with the intent of the legislation but feel that government intervention is inappropriate	58.1	39.6	54.6	36.6
Disagree both with the intent of the legislation and with intervention by the government	6.4	6.3	11.2	6.5
No response	6.6	10.4	4.8	4.3

Data gathered in response to the question about *"attributes that characterize a successful educational administrator"* are presented for superintendents and school board presidents. Also presented are data on the subcategories of men and women within these groups. Both superintendents and school board presidents select the same five traits as being characteristic of a successful educational administrator. Such an individual is considered to be conscientious, sensitive to the needs of others, reliable, adaptable, and tactful.

- *Which <u>five</u> (5) of the following attributes do you think <u>most</u> characterize a successful educational administrator? (Select <u>five</u> only.)*

	Superintendents			School Board Presidents		
	All	Men	Women	All	Men	Women
Adaptable (A)*	49.9%	49.8%	50.0%	36.4%	33.5%	43.0%**
Analytical (M)	34.5	34.7	33.0	35.8	32.0	47.3 **
Assertive (M)	20.2	19.6	33.3**	22.5	22.7	23.7
Conscientious (A)	51.7	52.0	47.9	62.0	61.3	66.7
Forceful (M)	7.7	7.9	4.2	12.0	14.9	4.3 **
Helpful (A)	7.5	7.6	10.4	7.8	8.9	3.2
Independent (M)	6.0	6.0	10.4	6.4	7.1	2.2
Loyal (F)	17.0	17.4	8.3**	18.4	20.1	14.0
Makes decisions easily (M)	29.9	29.7	29.2	32.9	30.9	38.7
Reliable (A)	39.6	39.9	39.6	47.1	50.2	35.5 **
Self-reliant (M)	17.4	17.3	22.9	17.6	17.8	17.2
Sensitive to the needs of others (F)	60.3	60.5	62.5	51.9	49.1	60.2 **
Sincere (A)	30.9	31.3	25.0**	31.6	34.6	21.5 **
Sympathetic (F)	1.9	2.0	0.0	2.1	2.6	1.1
Tactful (A)	38.4	38.8	27.1**	43.9	43.5	44.1
Understanding (F)	20.0	20.4	6.3**	24.9	27.9	17.2 **
Warm (F)	2.9	3.0	2.1	1.3	1.5	1.1
Willing to take risks (M)	26.7	26.8	22.9	14.4	13.8	17.2

* Personality characteristics used include seven classified as masculine (M), five classified as feminine (F), and six classified as androgynous (A) in the BEM Sex-Role Inventory (BSRI). In the BSRI, a characteristic is classified as masculine (feminine) if it is judged to be a "socially desirable" trait for men (women). The androgynous items are those which do not tend to be viewed as more socially desirable for one sex than for another. These designations were <u>not</u> made on the survey instrument.

** Indicates a trait for which a significant difference exists between its selection by men and women within each subgroup (either superintendents or school board presidents) of respondents.

APPENDIX

Technical Note

ESTIMATES OF SAMPLING VARIATION

Data obtained from the two survey samples that are studied in this report are subject to two types of error: (a) sampling error or variation and (b) nonresponse error or bias. These two types of errors must be taken into account whenever inferences about the population from which the sample is drawn are made.

No attempt has been made to measure the amount of error due to a nonresponse. Therefore, inferences about the population sampled should be made with caution, especially when small differences are involved.

The amount of error due to sampling associated with the reported percentages can be estimated. Tables A, B, and C are designed to assist the user in making inferences about the population, taking sampling error into account. Table A provides the number of respondents in each subgroup for which the reader of this report might wish to calculate confidence limits. Table B contains the number of percentage points that should be subtacted from and added to an observed sample percentage in order to obtain the approximately 90 percent confidence limits for the corresponding population percentage. Such limits will include the population percentage about 90 times in 100.

For example, consider the sample estimate that 28.6 percent of the responding school board presidents had *"attended a workshop which focused on Title IX."* To make an inference about the corresponding percentage of all school board presidents, the following procedure would be used. Since 28.6 percent is nearer to 30 percent than to any other percentage shown in the column headings of Table B, this figure is entered in the column headed *"30% or 70%."* The observed percentage is based on a group of 374; therefore, the percentage appears in the row labeled *"300-399."* At the intersection of the selected column and row is found a value of 4.4 percentage points. This value is subtracted from and added to the observed percentage in order to obtain the approximately 90 percent confidence limits (which are 24.2 and 33.0 percent). Therefore, assuming that the nonresponse error is negligible, it is stated with approximately 90 percent confidence that the interval from 24.2 to 33.0 percent includes the true percentage for all school board presidents.

Table C is designed to show how much difference can be expected between two sample percentages as a result of sampling variation for different sample or subgroup sizes, again assuming that nonresponse error is negligible. The table gives the approximate minimum number of percentage points by which two observed percentages must differ in order to infer with approximately 90 percent confidence that the corresponding population percentages are different. In other words, if the difference between the observed percentages exceeds the value given at the intersection of the appropriate row and column in the proper section of the table, it may be stated with approximately 90 percent confidence that the corresponding population percentages are different.

To illustrate the use of Table C, consider the sampling estimates below. Of the 269 male school board presidents who responded to the survey, 86.2 percent indicated that they were members of the association of school board members in their state, whereas 93.5 percent of the 93 female school board presidents who responded indicated that this was the case. Is the sample difference of 7.3 percentage points large enough to infer with approximately 90 percent confidence that the proportion of women school board presidents who are members of the state associations is greater than the corresponding proportion of men who are members? Since the percentages fall near 90, the percentages are entered in the section of the table labeled *"For percentages around 10 or 90."* Each section of the table is symmetrical; therefore, either group size may be used to determine the proper column to enter and then the other used to determine the proper row. One group size is 269; thus the column labeled *"250-349"* is selected. The other group size is 93; thus the row labeled *"50-149"* is selected. At the intersection of the selected row and column is found the value of 5.7 percentage points. Since the observed difference is 7.3 percentage points, it can be concluded with approximately 90 percent confidence that a greater portion of female school board presidents than male school board presidents belong to state associations of school board members. If the value found at the intersection had been greater than 7.3 percentage points, it could be concluded with approximately 90 percent confidence that within the entire two populations of male and female school board presidents, the percentages might actually be equal.

The description given above for using Tables B and C is based on the assumption that the nonresponse error or bias was negligible. Nevertheless, the possibility of a significant nonresponse bias should be taken into account when one is making inferences about the total populations of superintendents and school board presidents.

TABLE A.--POPULATION, SAMPLE, AND SUBGROUP SIZES: SURVEY OF ATTITUDES TOWARD WOMEN AS SCHOOL DISTRICT ADMINISTRATORS

	Superintendents	School Board Presidents
Total number of public Local Education Agencies (LEAs)*	16,006	16,006
Number who were sent WASDA surveys	2,095	2,095
Respondents to WASDA**	1,691	374
Men	1,610	269
Women	48	93
Number who were sent SRA survey	200	200
Respondents to SRA survey	92	23

*Source: September 1977 update of Curriculum Information Center tape of all local school districts.

**Some respondents did not answer the question *"What is your sex?"*

TABLE B.--APPROXIMATE NUMBER OF PERCENTAGE POINTS TO BE ADDED TO AND SUBSTRACTED FROM THE OBSERVED SAMPLE PERCENTAGES TO OBTAIN THE 90 PERCENT CONFIDENCE LIMITS FOR THE POPULATION PERCENTAGES

Size of subgroup	Observed percentage near				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
1	2	3	4	5	6
100-199	5.0	6.6	7.6	8.1	8.3
200-299	3.5	4.7	5.3	5.7	5.8
300-399	2.9	3.8	4.4	4.7	4.8
400-499	2.5	3.3	3.8	4.0	4.1
500-599	2.2	2.9	3.4	3.6	3.7
600-699	2.0	2.7	3.1	3.3	3.4
700-799	1.9	2.5	2.9	3.0	3.1
800-899	1.7	2.3	2.7	2.9	2.9
900-999	1.6	2.2	2.5	2.7	2.7
1,000-1,099	1.6	2.1	2.4	2.5	2.6
1,100-1,199	1.5	2.0	2.3	2.4	2.5
1,200-1,299	1.4	1.9	2.2	2.3	2.4

TABLE C.--COMPARING TWO PERCENTAGES--APPROXIMATE DIFFERENCE REQUIRED FOR SIGNIFICANCE AT .90 LEVEL OF CONFIDENCE FOR SELECTED SUBGROUP SIZES OR TWO SAMPLES

Subgroup size	Subgroup									
	50-149	150-249	250-349	350-449	450-549	550-649	650-749	750-849	850-949	950-
1	2	3	4	5	6	7	8	9	10	11
For percentages from 35 to 65										
50-149 . . .	11.6	10.1	9.5	9.2	9.0	8.9	8.8	8.7	8.6	8.5
150-249 . . .	10.1	8.2	7.5	7.1	6.9	6.7	6.6	6.5	6.4	6.3
250-349 . . .	9.5	7.5	6.7	6.3	6.0	5.8	5.7	5.6	5.4	5.3
350-449 . . .	9.2	7.1	6.3	5.8	5.5	5.3	5.2	5.0	4.9	4.8
450-549 . . .	9.0	6.9	6.0	5.5	5.2	5.0	4.8	4.7	4.5	4.4
550-649 . . .	8.9	6.7	5.8	5.3	5.0	4.7	4.6	4.4	4.3	4.2
650-749 . . .	8.8	6.6	5.7	5.2	4.8	4.6	4.4	4.3	4.1	4.0
750-849 . . .	8.7	6.5	5.6	5.0	4.7	4.4	4.3	4.1	3.9	3.8
850-949 . . .	8.6	6.4	5.4	4.9	4.5	4.3	4.1	3.9	3.7	3.6
950- . . .	8.5	6.3	5.3	4.8	4.4	4.2	4.0	3.8	3.6	3.5
For percentages around 30 or 70										
50-149 . . .	10.7	9.2	8.7	8.4	8.3	8.1	8.1	8.0	7.9	7.8
150-249 . . .	9.2	7.5	6.9	6.5	6.3	6.2	6.0	6.0	5.8	5.7
250-349 . . .	8.7	6.9	6.2	5.8	5.5	5.3	5.2	5.1	5.0	4.9
350-449 . . .	8.4	6.5	5.8	5.3	5.1	4.9	4.7	4.6	4.5	4.4
450-549 . . .	8.3	6.3	5.5	5.1	4.8	4.6	4.4	4.3	4.1	4.0
550-649 . . .	8.1	6.2	5.3	4.9	4.6	4.4	4.2	4.1	3.9	3.8
650-749 . . .	8.1	6.0	5.2	4.7	4.4	4.2	4.0	3.9	3.7	3.6
750-849 . . .	8.0	6.0	5.1	4.6	4.3	4.1	3.9	3.8	3.6	3.5
850-949 . . .	7.9	5.8	5.0	4.5	4.1	3.9	3.7	3.6	3.4	3.3
950- . . .	7.8	5.7	4.9	4.4	4.0	3.8	3.6	3.5	3.3	3.2
For percentages around 20 or 80										
50-149 . . .	9.3	8.1	7.6	7.4	7.2	7.1	7.0	7.0	6.9	6.8
150-249 . . .	8.1	6.6	6.0	5.7	5.5	5.4	5.3	5.2	5.1	5.0
250-349 . . .	7.6	6.0	5.4	5.0	4.8	4.7	4.5	4.5	4.3	4.2
350-449 . . .	7.4	5.7	5.0	4.7	4.4	4.2	4.1	4.0	3.9	3.8
450-549 . . .	7.2	5.5	4.8	4.4	4.2	4.0	3.9	3.8	3.6	3.5
550-649 . . .	7.1	5.4	4.7	4.2	4.0	3.8	3.7	3.6	3.4	3.3
650-749 . . .	7.0	5.3	4.5	4.1	3.9	3.7	3.5	3.4	3.3	3.2
750-849 . . .	7.0	5.2	4.5	4.0	3.8	3.6	3.4	3.3	3.1	3.0
850-949 . . .	6.9	5.1	4.3	3.9	3.6	3.4	3.3	3.1	3.0	2.9
950- . . .	6.9	5.0	4.2	3.8	3.5	3.3	3.2	3.0	2.9	2.8
For percentages around 10 or 90										
50-149 . . .	7.0	6.0	5.7	5.5	5.4	5.3	5.3	5.2	5.2	5.1
150-249 . . .	6.0	4.9	4.5	4.3	4.1	4.0	4.0	3.9	3.8	3.7
250-349 . . .	5.7	4.5	4.0	3.8	3.6	3.5	3.4	3.3	3.3	3.2
350-449 . . .	5.5	4.3	3.8	3.5	3.3	3.2	3.1	3.0	2.9	2.8
450-549 . . .	5.4	4.1	3.6	3.3	3.1	3.0	2.9	2.8	2.7	2.6
550-649 . . .	5.3	4.0	3.5	3.2	3.0	2.8	2.7	2.7	2.6	2.5
650-749 . . .	5.3	4.0	3.4	3.1	2.9	2.7	2.6	2.6	2.4	2.3
750-849 . . .	5.2	3.9	3.3	3.0	2.8	2.7	2.6	2.5	2.3	2.2
850-949 . . .	5.2	3.8	3.3	2.9	2.7	2.6	2.4	2.3	2.2	2.1
950- . . .	5.1	3.7	3.2	2.8	2.6	2.5	2.3	2.2	2.1	2.0